DOCUMENT RESUME

ED 413 340 TM 027 584

AUTHOR	Forster, Margaret; Masters, Geoff
TITLE	Projects. Assessment Resource Kit(ARK).
INSTITUTION	Australian Council for Educational Research, Melbourne.
SPONS AGENCY	South Australia Dept. of Education, Employment and Training, Adelaide. Children's Services Office.
REPORT NO	ISBN-0-86431-2083
PUB DATE	1996-00-00
NOTE	59p.; Booklet is part of an Assessment Resource Kit available from the Australian Council for Educational Research. For related documents, see TM 027 581-586.
AVAILABLE FROM	Australian Council for Educational Research, 19 Prospect Hill Road, private bag 55, Camberwell, Victoria 3124, Australia; telephone: 03-9277-5656; fax: 03-9277-5678; international telephone: 61-3-9277-5656; international fax: 61-3-9277-5678 ($12.95 Australian dollars).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Academic Achievement; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Problem Solving; Student Evaluation; *Student Projects; Teaching Methods
IDENTIFIERS	*Australia (South Australia); High Stakes Tests

ABSTRACT

Projects are extended pieces of work completed over a period of time. They provide contexts for the assessment of general skills, as well as the ability to apply subject-specific knowledge and skills. Some of the general skills that projects demonstrate are collecting and organizing information, solving problems, working in a group, and self-direction. Some learning outcomes are best assessed by observing and monitoring students while they are engaged in project work. Other outcomes are best assessed by observing the end product of project work, the presentation or report. Examples of these outcomes are collecting information, interpreting data, and presenting results. In high-stakes settings, where student projects can influence decisions about their futures, high levels of student-to-student and assessor-to-assessor comparability are desirable to ensure fairness. In developmental assessment, teachers monitor student progress against a map of developing skills, knowledge, and understandings. Different types of projects provide different types of information that teachers can use to estimate student progress on a progress map. The project design process is summarized. A number of illustrations highlight student project examples and important information about using projects in developmental assessment. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****